



Introductory Statement

The PE Policy was created in 2018 and updated in 2022, by the teachers in St. Luke's National School, in consultation with the Board of Management. It will inform teaching and learning of this subject area and will serve as the basis for all long term and short term planning in PE.

Rationale

The purpose of this PE Policy is to provide an overview of this subject in our school, setting out our general aims and goals. It will also provide information for teachers, the Board of Management, parents and SNAs of the approached and methodologies used in teaching Visual Arts.

Vision

We seek to assist the children in our school in achieving their potential through providing a balanced programme of activities where each child is encouraged to participate at his/her individual level.

Aims

We endorse the aims of the Primary School Curriculum for PE

- To promote the physical, social, emotional and intellectual development of the child
- To develop positive personal qualities
- To help in the acquisition of an appropriate range of movement skills in a variety of contexts
- To promote understanding and knowledge of the various aspects of movement
- To develop an appreciation of movement and the use of the body as an instrument of expression and creativity
- To promote enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.

Content of Plan

This PE plan will be addresses under the following headings

Curriculum planning

1. Strands and strand units

2. Approaches and methodologies
3. Assessment and record keeping
4. Children with different needs
5. Equality of participation and access
6. Linkage and integration

Organisational Planning:

7. Timetable
8. Code of ethics
9. After school activities
10. PE equipment and ICT
11. Health and safety
12. Individual teachers' planning and reporting
13. Staff development
14. Parental involvement
15. Community links
16. Active Schools

1. Strands & Strand Units

During the course of their Physical Education in St. Luke's N.S., children will be engaged in the following strands and strand units;

STRAND	STRAND UNIT
Athletics	<ul style="list-style-type: none"> • Running • Jumping • Throwing • Understanding and appreciation of athletics
Dance	<ul style="list-style-type: none"> • Exploration, creation and performance of dance • Understanding and appreciation of dance
Games	<ul style="list-style-type: none"> • Sending, receiving and travelling • Creating and playing games • Understanding and appreciation of games
Gymnastics	<ul style="list-style-type: none"> • Movement • Understanding and appreciation of gymnastics
Outdoor & Adventure Activities	<ul style="list-style-type: none"> • Walking • Orienteering • Outdoor challenges • Understanding and appreciation of outdoor and adventure activities
Aquatics*	<ul style="list-style-type: none"> • Hygiene • Water safety: Paws Water Safety programme • Entry to and exit from the water

- | | |
|--|--|
| | <ul style="list-style-type: none">• Buoyancy and propulsion• Stroke development• Water-based ball games• Understanding and appreciation of aquatics |
|--|--|

The strands/strand units/content objectives for the relevant class level(s) are found on the following pages: Refer to Curriculum (also available on www.ncca.ie)

- Infant Classes pp. 16 - 23
- First and Second Classes pp. 24 - 37
- Third and Fourth Classes pp. 38 - 46
- Fifth and Sixth Classes pp. 48 - 59
- Aquatics: Junior Infants - Sixth pp. 62 - 64

2. Approaches and Methodologies

Active learning methodologies are utilised for the teaching of PE. These include:

- Direct teaching
- Teacher modelling
- Guided discovery
- Integration

We strive to encourage maximum participation through the following approaches:

- Station teaching
- Co-operative games
- Grid based teaching
- Exploration of movement
- Teaching games for understanding
- Problem based learning
- Use of books, images and videos as stimulus

(Refer to teacher guidelines 42-101)

3. Assessment & Record Keeping

Just as we use a range of methodologies in our teaching we use a range of methodologies in our assessment of PE. Individual learning styles are accommodated and the full nature of the child's learning in PE is assessed.

The following tools are used to gather information about the children's progress:

- Teacher observation.
- Teacher designed tasks and tests.

This range of assessment provides information to -

- Review progress at PE with children.
- Give feedback at parent teacher meetings.
- Inform in-house records.
- Inform progress reports sent to parents.
- Inform future teaching and planning.

4. Children with different needs

Teachers must facilitate as far as possible the inclusion of students with different needs in PE activities.

- These activities should not only support participation but should also be progressive.
- The child's ability should be taken into account and lessons should be beneficial in providing a balanced PE programme.
- Information about including children with SEN can be found here <http://dera.ioe.ac.uk/13804/1/physicaleducationpe.pdf>
- See Appendix 1 for possible strategies

5. Equality of participation and access

Equal opportunities will be given to all children regardless of gender, ethnic background, and socio-economic status across all strands and activities.

6. Linkage & Integration

(Refer to Curriculum p. 13, 18, 37, pp.45-47 Teacher Guidelines) Linkage is inherent to the P.E. process. The teacher will consider how objectives can be achieved through linkage and integration. Teachers are encouraged to integrate P.E. with other subjects in a way that complements curriculum aims and objectives in both subjects. Integration is encouraged where it is natural and where children's learning can be maximised. Where possible a thematic approach for integration is a model supported by the school. The school sees particular opportunities for

integration with other subjects such as Gaeilge, English, Art, Music, Mathematics and especially SPHE.

7. Timetable

PE is allocated for a minimum of 1 hour per week as per the Primary School Curriculum Introduction p. 70. Each class will be allocated a time slot in the PE hall. All classes participate in regular movement breaks during the day, at the teachers' discretion, or use the yard at appropriate times to make up the 1 hour per week e.g. Go Noodle, Drop Everything and Dance, Wake Up and Shake Up, action rhymes and songs etc. There is also an annual Active School week which includes a Sports for Fun Day.

8. Code of ethics

All teachers & coaches working in the school context will be expected to adhere to our Child Safeguarding Policy. They should always ensure that they treat children with dignity and respect and that the self-esteem of children is enhanced. All adult actions in sport should be guided by what is best for the child & carried out in the context of respectful & open relationships.

9. After school activities

After school activities are regularly organised by the school. All children of relevant age to the activities being offered will be invited to attend. These activities will adhere to the general principle of the PE curriculum of the school as follows;

- The importance of enjoyment and play
- Maximum participation by all children
- The development of skills and understanding
- A balance between competitive and non-competitive activities
- A balance between contact and non-contact activities
- Providing opportunities for achievement for each child

10. PE equipment & ICT

Resources and equipment are available in a central location. It is the responsibility of each class teacher to ensure that all equipment is returned to the store room after each lesson. Any breakages have to be reported, as soon as possible.

ICT will be used to supplement and research specific areas within the P.E. curriculum as children complete units of work. The school

implements a code of practice to ensure safe internet usage. (Refer to St. Luke's NS Acceptable Use Policy).

11. Health & Safety

When engaging children in PE all members of staff will ensure that the following safety aspects will be considered:

- All children must wear suitable footwear and clothing during a PE lesson
- All children will not be allowed to wear jewellery during a PE lesson
- The equipment used will be suitable in size, weight and design to the age, strength and ability of the child and be of good quality and in good repair.
- Children will be taught how to lift and carry all PE equipment safely
- In all PE lessons, children will warm up & cool down. This develops good practice and the children will return to class relaxed after activity
- Should an accident occur in the PE lesson we will follow the procedures outlined for other accidents in our school
- Best practice is safe practice & the teacher should ensure that the children understand that the rules & procedures are there for their safety
- We will endeavour to have an appropriate surface for the activities in the PE lesson
- Children will not be forced to do activities they are not physically or mentally ready for
- The First Aid Kit is kept in Secretary's office and the defibrillator is kept at the bottom of the main staircase (Staircase 2)

Staff members are aware that certain children have specific medical conditions. Details of pupils with specific medical needs are kept on Aladdin.

12. Individual Teacher's Planning and Reporting

All teachers will have access to the P.E. plan (Appendix 2) and will be encouraged to refer to it when doing their long term and short term planning. Teachers at the same level are encouraged to plan together.

The Cúntas Míósúil is an important indicator and record of work carried out in P.E. Teachers will record their work in P.E. for a particular month.

13. Staff Development

Teachers have access to resource materials and websites. Appropriate PE courses are available and teachers may attend at their discretion. When the need arises, teachers share the expertise acquired at these courses at staff meetings. Teachers will also be facilitated in team teaching/class swapping if a teacher has a particular skill in this area. Teachers can avail of internal and/or external expertise to inform and up skill the school community through use of facilitators.

14. Parental Involvement

Parents are encouraged to support all sports within the school. Parents are encouraged to teach their children to enjoy participation and competition and to help them deal with success and failure. Parents are encouraged to promote and to support a healthy and active lifestyle. From time to time, some parents may have particular talents or expertise which they may be willing to share with the children and this is welcomed.

15. Community Links

- Members of clubs/groups in the community may be invited to support the school's P.E. programme.
- Sports persons with an understanding of the P.E. curriculum in the locality may be asked to work with the children or up-skill staff.
- The children may be brought on excursions to promote appreciation of aspects of P.E. e.g. school tours to Croke Park

Various means of communication will be used to contact other schools or community groups to promote the P.E. programme in our school, e.g. Spikeball with Le Cheile, Cricket Ireland, etc.

16. Active Schools

St Luke's are working towards achieving their Active Schools flag and becoming an "Active School" and will engage in a variety of Active Schools events throughout the year as part of this programme. Active Schools is a whole school approach to increasing physical activity during the school day. Examples of such events are: Santa Dash, Active Schools Week, Active Break Every Day, Run around Ireland challenge etc.

An Active Committee comprised of teachers and students will be formed each year to lead this initiative.

Success Criteria

When reviewing our plan, as part of our School Self Evaluation, we will take into consideration, the following points:

- The importance of enjoyment and play.
- Maximum participation by all children.
- The development of skills and understanding.
- A balance between competitive and non-competitive activities.
- A balance between contact and non-contact activities.
- Providing opportunities for achievement for each child.
- Providing activities equally suitable for all pupils.
- The implementation of new initiatives and improvements to our current practices as per the requirements of our Active Schools Flag programme.
- Means of assessing the outcomes of the plan include:
 - Teacher/parent/community feedback.
 - Children's feedback regarding the activity level, enjoyment and skill development of the classes.
 - Inspectors' suggestions/report.
 - Second level feedback.
 - Feedback/ Input from the Active Schools Flag Facilitator.

Implementation

(a) Roles & Responsibilities

The PE Co-ordinator is responsible for

- Ensuring that this policy is reviewed and updated regularly
- The sourcing of suitable resources
- Conveying relevant information regarding exhibitions, competitions etc. to staff

Each teacher is responsible for the implementation of the PE curriculum in a balanced way.

The principal and co-ordinator are responsible for initiating and coordinating reviews.

(b) Timeframe

This policy will be presented to all staff for discussion in September 2018. This policy will then be presented to the Board of Management for ratification.

Review

(a) Roles & Responsibilities

Those involved in the review:

- Teachers
- Pupils
- Parents
- Post-holders/ plan coordinators
- BoM/DES

Therese Cullinan has the responsibility for coordinating the review.

(b) Timeframe

This policy will be reviewed in the 2022 academic school year or sooner if deemed necessary.

Ratification and Communication

The PE policy was drawn up by the teaching staff of St. Luke's N.S. in the 2018/2019, reviewed in academic year 2022 and was ratified by the Board of Management on _____. Parents can inspect the policy via the school website or the school office.

Signed:

Signed: _____

Chairperson BOM

Principal

Date: _____

Date: _____

Appendix 1 - POTENTIAL AREAS OF DIFFICULTY FOR STUDENTS WITH MILD GENERAL LEARNING DISABILITIES*

Potential area of difficulty	Implications for learning	Possible strategies
<ul style="list-style-type: none"> • fitness levels 	<p>It may be necessary to set targets to improve fitness.</p>	<ul style="list-style-type: none"> • include active warm ups and drills for skills practice • vary activities in the lesson to include the use of gross motor skills; regular short periods of exercise daily; cooling down exercises and consultation with parents/guardians
<ul style="list-style-type: none"> • listening and responding 	<p>The student may have difficulty with short-term memory and concentration span.</p>	<ul style="list-style-type: none"> • keep instruction simple and clear. Students repeat instruction. • demonstration(s) of task; verbal analysis of task; student performs task; teacher affirms task • move to new instruction regularly
<ul style="list-style-type: none"> • co-ordination and balance 	<p>The student may have difficulties in fine and gross motor skills in all strand areas.</p>	<ul style="list-style-type: none"> • teach suitable gait for skill, for example, throwing and catching a ball, jumping and landing, balancing. • give good visual demonstrations • reaffirm good examples and practices • use additional equipment to suit the needs of the student, for example softer balls, larger target • provide physical support to student in performing skill, for example, jumping
<ul style="list-style-type: none"> • spatial and body awareness 	<p>There may be safety issues for students engaging in movement exercises.</p>	<ul style="list-style-type: none"> • provide suitable group arrangements; restrict area of movement; plan for the student to engage in follow the leader, and copying and contrasting exercises • use specific body parts in exercises e.g make a shape with the upper part of the body
<ul style="list-style-type: none"> • left-right orientation 	<p>It may be necessary to include regular exercises with these movements.</p>	<ul style="list-style-type: none"> • include warm-up exercises/stretchers. Students mirror actions of peers or teacher: O'Grady says; Follow the leader • include exercises with equipment using both sides of the body
<ul style="list-style-type: none"> • behaviour 	<p>This will necessitate the smooth progression of lesson</p>	<ul style="list-style-type: none"> • establish routine format for class and the expectations of desired behaviours • ensure that the student is suitably placed in the class for optimum learning • check that the student is

	structure with clear instructions.	attending by reinforcing and questioning• involve the student where possible in demonstration• encourage the student and assign tasks opportunities for success
• social integration.	Keep appropriate balance between cooperative and competitive activities. Foster enjoyment of activities with others. Encourage individual student's interest in particular aspects of the strands.	<ul style="list-style-type: none"> • group student(s) appropriately • use co-operative fun activities regularly • give encouragement and acknowledge good effort • set appropriate skill development level commensurate with students' ability level • set reasonable targets for co-operative activities (individual and group).

Appendix 2 - PE plan

<u>MONTH</u>	<u>STRAND</u>
September	Games
October	Athletics
November	Gymnastics
December	Dance
January	Athletics
February	Games
March	Dance
April	Gymnastics
May	Outdoor & Adventure Activities
June	<p>Aquatics, Outdoor & Adventure Activities</p> <p>Children will attend a block of swimming lessons in 3rd class</p> <p>See Swimming Policy*</p> <p>PAWS Programme for Junior Infants, 1st, 3rd, 5th</p>

Strand specific equipment will be left in the PE hall during the day (e.g. gymnastic mats to be left out until the end of the day during the month of November and April, etc.)

Strand Units may vary due to external teachers coming in to teach PE to different class levels.